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# The Loyola Reporter

Loyola Law School Los Angeles

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The

# Loyola Reporter

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Loyola Law School

Friday, November 16, 1984

## TUNICK'S CIV PRO GRADES PASS SCRUTINY BY DEAN

by Hans Van Ligten

In response to a letter from Evening SBA President William Holbrook expressing concern over the grades received in Professor David Tunick's Civil Procedure class this summer, Dean Arthur Frakt stated that he found "no indication whatsoever that these papers were graded with anything less than high standards of diligence and concern for appropriate standards."

On July 16, Holbrook had written to Frakt, stating that the students in Tunick's evening section civil procedure class were "greatly disturbed by the grades assigned following the final examination."

"In a class of 85 students, there were only seven grades above 80, there were 21 grades below 70, a mean of 72.9, and a median and mode of 74," Holbrook wrote.

The unexpectedly low grades raised several issues, according to Holbrook. First, because there had been no previous feedback in the course, members of the class were left with the feeling that they did not know what was expected of them and where those expectations were unfulfilled.

Second, since this section had an overall excellent academic reputation with other professors in other courses, Holbrook suggested that the grades given by Tunick be compared with those received in other courses.

Third, he wrote, "it is possible that the only real issue is a definition of standards of performance." Such a large disparity in grades, Holbrook asserted, might reasonably represent a large disparity in standards between Tunick and other professors.

Finally, Holbrook listed what were perceived as the effects of the grades: the possibility of probation or suspension; being deprived of consideration for scholarships; the added time and expense if required to repeat the course; missing out on various levels of honor status; a change in ability to take extra units; lower grade point averages; inability to obtain transfer credit for the course; and the effect on other civil procedure sections of grade normalization.

After personally examining all the student records involved, Frakt concluded that no one was dismissed because of this one grade. Elaborating in an interview with the *Reporter*, Frakt also reported only one student from the entire section was dismissed. In general, he stated, that person's grades were low and Tunick's grade was not determinative.

The majority of the effects listed by Holbrook were not addressed by Frakt in his letter. Frakt mentioned that he was forwarding Holbrook's letter to Associate Dean Allen Ides for further action. When interviewed, Ides could not remember being

requested to take any action regarding the student complaints. He did state he was chairperson of the Grading and Student Evaluation Committee which was reviewing grading policy and procedure generally.

Frakt explained the procedure he used in reviewing the student complaints. He examined the grades of the class as a whole to see how they compared with other civil procedure sections. He did not find the disparity significant although he admitted Tunick's grades were a little lower.

Second, Frakt reviewed the individual records and found not a single person who was disqualified due to Tunick's grade.

Based upon these facts he concluded the grades were not so far from the norm as to warrant faculty action. "It was not the kind of discrepancy to cause any worry by the faculty," Frakt said. He felt that the students' basic complaint was that the grades were too low, and he stressed that there was no complaint regarding the quality of the teaching or the fairness of the test.

Under these circumstances, Frakt concluded, "the faculty is not going to turn on a member of the faculty who grades low." He further pointed out, "no one complains when the grades are too high." This last sentiment was echoed by Ides who questioned which standards were the correct ones, those of an alleged low grader or those of one who grades high. Within the context of academic freedom, Ides stated, it is difficult to choose one over the other.



## APPEALS PROCESS ELIMINATED

# Disqualification Policy Tightened

by Polly Lowell Rich

There are few moments in life so devastating. The certified letter that was the subject of much fear-laced humor during spring the first year ("if the postman asks you to sign for something, slam the door!") has arrived, notifying you of your academic disqualification. Your attendance at Loyola is no longer required, desired, or allowed. You are out. As the letter flutters from your fingers, you see every hour of study you put in, every effort you made, all your hopes for a career as a lawyer spinning down the drain as so much bath water.

Overdramatic? Perhaps. But, for those who had it happen to them, and for their friends who waited with them for grades to come in and saw the hope and the fear, heard them tell the bad news and then saw the tears and pain, the impact is enormous.

The *Reporter* decided this is an important story, spurred on in great part by the distribution at the beginning of fall semester of a strongly-worded letter to the student body from Dean Arthur Frakt clearly enunciating Loyola's policies in this matter. The *Reporter* interviewed Frakt and several students who were either disqualified or are on probation. For those who would go on the record, the names used are fictitious, but the people are real.

Frakt's approach is pragmatic and clearly defensible. "The faculty decided that at a certain level, the

performance (of a student) is so poor that there is no realistic chance that person will be successful as a lawyer, nor are they someone we'd want to put our imprimatur on," he said.

Disqualification ranges from 70 for 1st-year students up to 74.5 for 3rd year students. Frakt stated that "most people who fail are between 69 and 70; and unless you draw the line at 70 you are going to have no one ever fail... and if everyone succeeded it would mean we don't have standards."

He went on to say, "To take one year, even two, out of your life, experiment, realize this is not for you, that's not so bad... The tragedy is when people come back, once, twice, three times. Even if eventually, five or six years down the road, they do graduate, statistically they will fail the Bar over and over again."

Bar results indicate that for people whose average is 80 or above, virtually all will pass the Bar the first time, between 78 and 80, half will pass the first time, the other half the second; between 74 and 77, the failure rate is serious; and below 74, the success rate is negligible.

Claire, a 3rd-year student on probation, is "under the gun" to achieve an average of 75 by January or be disqualified. She protests the rigidity of the "line-drawing," saying anything challenged is justified in the name of "policy." Dean Frakt stated that "wherever you draw the line you can say 'that's arbitrary' and someone with a 69.9 will say 'I'm so close, But'—and this is an important point—"they're not close to being good law students; they're close to the bottom of probation."

Beth was disqualified at the end of July, three weeks before the beginning of what would have been her 3rd year. She was disqualified by the thinnest fraction of a percentage point. The difference between being a third-year student and being out came down to one point in one of her spring classes; she got a 74 in the class, and needed a 75 to stay in school. After notice of the disqualification, Beth appealed; she told the *Reporter* "the only reason I appealed was that I was encouraged

to do so—and I thought I had a chance."

Frakt has eliminated any *ex post facto* pleading following disqualification, stating as an absolute rule that no one below a 70 can be readmitted. A policy of "no appeal" eliminates any possible intimation of favor. The Dean also stated that "if we readmit one person we must readmit them all (all who have disqualified). We won't award the person who tells the goriest story."

Frakt considers an appeals process to be bad policy on another level also. "What you tend to get with these petitions and appeals are very sad, and I think, demeaning kinds of self-revelation," he said. "Instead of just saying 'I'm not very good at this,' these students are forced by necessity to point to some extrinsic factor and elevate that to a point at which it explains away very bad performance in a whole range of courses."

Special provision is made for the student who gets into academic difficulty because of an extremely low grade in only one or two courses. No one disqualifies because of one course. Frakt stated that if he sees a marked anomaly in a student's transcript—one very low grade amid others of acceptable performance—some kind of special accommodation can be arranged.

Both Beth and Claire agreed that at some point performance is so poor that continued attendance is not justified; however, both also agreed that some kind of *ex post facto* pleading should be allowed—that, for example, if several professors plead on a student's behalf, maybe that student really is an exception.

Also given support by many students was the concept of a professors' panel of review of disputed grades, as when the median in a class is very low, or there is a "problem professor." When asked about such a panel of review, Frakt quickly said "Never." He did say, however, that if many students reported that a professor was "a problem," or if one student could come to him and demonstrate that a grade was clearly arbitrary and capricious (the very strict administrative law standard of review), it would be looked into.

Frakt pointed out something very important. "We could assure ourselves (of a very high success rate)—but to do that we'd have to avoid taking chances with people from diverse backgrounds. We take risks. I'd be delighted if everyone succeeded. That's just not the way it is—unless we take no risks in admissions. And I can't believe the student body wants us to be that kind of law school."

For Beth, the price of law school was high, both monetarily and emotionally. "I worked hard to make enough money to go to law school, and I lost a marriage because of law school. To be turned away was deva-

(Continued on Page 3)





## LETTERS TO THE EDITOR

Dear Editor,

On August 8, 1984, Dean Frakt sent a notice to all students concerning academic disqualification, probation and individual problems. The letter outlined the academic standards required for good standing and disqualification of students from Loyola. It also stated that "disqualification will not be subject to reconsideration regardless of the argument and rationales which may be advanced." We feel the above policy deprives all students of their due process rights. A look at what happened last year will illustrate the basis of this charge.

First, the student handbooks were not made available until some time into the second semester, and even then, no notice was given that they were available. In contrast, we are taught in law school that due process requires adequate notice. Thus the question must be asked, "Did the administration give the student body adequate notice?"

Secondly, the concept of due process requires an opportunity to be heard. However, the administration's disqualification policy specifically contradicts this principle. Other law schools, such as UCLA, Boalt Hall and Hastings, do not deny students their due process rights. Each have appeals boards where students can seek redress from being disqualified. Why doesn't Loyola have an appeals board? Does this administration think it is above the law it teaches?

We propose that an appeals board be created consisting of students and faculty which would hear appeals from disqualified students and then determine whether they should be readmitted.

The administration should realize that anyone's grades can be adversely affected by life's unforeseen difficulties. But more importantly, the administration underestimates a person's zeal to succeed if given a second chance.

If we were to apply the due process principles given to last year's disqualified students, the administration would find itself disqualified. Last year, the administration failed to give students adequate notice and an opportunity to be heard. We suggest the administration review the concept of due process. Maybe then it might practice what it teaches.

Ruben Sanchez  
2nd-Year Day

Endorsed by members of:

La Raza  
BALSA  
National Lawyers Guild  
Women's Union  
Lesbian/Gay Union

Dear Editor:

Several items in the *Loyola Reporter* September 28, 1984 edition, particularly the editorial "Making Sure the New Library Isn't Overdue" complaining about the campus construction mess, provoked this response. Distance. That must be it.

Distance and detachment. Exercised by age and experience, this perceptual phenomena frames differently a person's reference to the priorities of time and place and process. Time becomes a choice for quality, place moves beyond an end unto itself, process is—hmm—a patient respect for what it's all about, change.

That must be it; I'm just exercised by age and experience... I'm getting older.

And so, it doesn't seem to bother me so much that the reconstruction of the campus, this place, is taking more time than ordinarily planned. The *Reporter* editorial gnawing and gnashing about the delays seems an odd expenditure of self.

I suppose my 'distance and detachment' factor as the fulcrum in the balancing of such concerns. I move the fulcrum in a direction favorable to change, else the multitude of momentary inconveniences, by virtue of their quantity, overbear the not-so-concrete processing of a future goal. As such, the *burden* of disruption weighs not at all against the *advantages* of change.

Change is just not as neat, I guess, as some would like to think. Nor does it happen with a flash, as well it does in our too-often celluloid construction of the world. We suffer from a silver screen mentality: everything should be a happening that's *timed* just right, every place in order. No sweat in making a vision become an instantaneous reality. Just turn it on, or turn it off.

But, shake the tube a little and the illusionary real is gone. We're back now to facing real-life facts as they exist. Like how difficult it is to formulate an idea, set it into motion, balance the competing interactions between people, places, products—and pot-shot takers—to finally make a *concrete* change in our reality. The process is a gritty grind.

That must be it. I just don't mind the mess and muck, the unavoidable disruption that inevitably comes with change. My 'distance and detachment' help put into perspective the irritation of "delays" and "detours" and "piles of dirt and construction blinkers on sawhorses" found so troublesome to the *Reporter* editors.

The "temporary" problems of we Loyola students no doubt pale incomparably with the long delays and

detours experienced by the shapers of our reconstructed campus place. How nice for us *they* did not so easily become frustrated with the tedium of the process, and abandon their vision of our campus reformation.

In sum, I've found that detachment from the seemingly irrelevant does wonders in helping one go the distance. Be it coping with construction rubble or a regulation to imbibe informal beer more formally—perhaps our *Reporter* editors might benefit from a little exercise in 'distance and detachment.'

Vera Bradford  
2nd-Year Evening

Dear Editor

I keep seeing Dean Frakt and/or members of his Brave New Administration touring visitors around the campus, pointing out the architectural marvels of *his* lovely new buildings. We assume that these visitors are prospective new professors, distinguished alumni, potential contributors or influential members of the legal community.

I wish that these illustrious personages could see the pathetic state of our *law library* and *on-campus study facilities* this year! This is, after all, a law school, not an exhibit of "Bizzare Buildings of the 80's!" Let me suggest that no *law* is learned by gazing at a Frank Gehry "Column-to-Nowhere!"

For many weeks I have studied in the "Quiet Study Area" of the library to the sound of endless ringing phones, banging hammers and the careless conversations of myriad workmen. It was also interesting to note that while the study area was *very poorly lighted* for all of us \$7,500-a-year-student-dogs, the library employees had *excellent* lighting and exclusive access to virtually every external window in the building.

Despite his self-righteous protestations to the contrary, it seems that Dean Frakt doesn't give a tinker's damn about the "learning environment" of this campus, except to invoke it as a talisman to ward off the evil spirits of student social life and "inappropriate behavioral choices!"

If this law school can't provide the minimum requirements of a legal education to its paying students this year, it should relinquish its ABA accreditation, refund our tuition fees and become a correspondence school! The class of which I am a member has paid full tuition for three years while jumping mudholes, following protracted detours around broken-up buildings, and having workmen stomp on the roofs of our exam halls! Even these distractions were less destructive to actual learning than having no library or decent study areas. I think a *substantial* refund of tuition fees (increased *again* this year to pay for this "7th wonder of the Architectural World") are in order.

George Lee Liddle, Jr.  
3rd-Year Day

Dear Editor:

I'd like to express my outrage at the recent offer made to Loyola law students by Nautilus/Aerobics Plus. As I understand it, one of their employees authorized an offer of three years for \$119. This offer was subsequently revoked and the responsible employee fired.

The new "bargain" offer was for two years at \$149 with renewal guaranteed at \$50/year. Unless your bifocals are fogged from aerobic exertion, you're liable to compare this sale price to the rate available to the general public and see little difference. Why then, were these people allowed to come on campus and recruit? If a merchant is not offering a significant discount to students, why afford him the privilege of selling here?

I recommend that the SBA be more discriminating. Commercial opportunities should be given only to merchants who will significantly benefit students—or should we invite Sears on campus to increase their vacuum cleaner sales?

William W. Bloch  
1st-Year Day

### FROM THE SBA PRESIDENT:

## SBA FEE INCREASE NEEDED

by Mark Blackman

The Day SBA has announced its 1984-85 budget and as usual, the same complaints have come from all groups that they need more funds. The Day SBA saw this problem coming last July when it requested a \$6 increase in student fees, but by then LMU had already set its 1984-85 budget.

Fees were last increased in about 1980 when they went from \$9 to \$14 per year. Over the last six years inflation has taken its toll and the number of campus organizations has increased. This leads to problems because most groups get less than fifty percent of what they request.

The SBA created the IOC (Inter-Organizational Council) to deal with the problem by getting officers of those groups together to talk about their programs for the year and to combine activities (i.e. speakers programs) whenever possible. This has helped somewhat. The SBA and PAD put on a party together and several groups combined their efforts to sponsor the Election '84 forum held on campus in October.

Fundraisers have also helped ease the burden, but not completely. The SBA expects to raise about \$1,000 this year on sales of sweatshirts, but this only forestalls the problem.

## EVENING DIVISION PLANS FETE FOR HOTEL BEL AIR

On Friday, May 24, 1985, at 7 p.m. the Evening Division graduating class, and guests, will be gathering at the Hotel Bel Air to celebrate the completion of the four arduous years that we have shared together. A formal affair is being planned for the occasion.

The price is \$55 per person. A \$25 deposit is needed by Wednesday, November 21, in order to allow the party committee to properly plan the event. Deposits should be given to Kaye Evleth-Burns, Rick Vacar, or Hope Aguilar. Checks only, please, made payable to "LLS Class of '85".

We want *all* graduating students to attend the event, and we know that some students may need financial assistance. Because of this, a number of us have created a special fund to help those students. The fund is supported by donations from students, and grants will be awarded on a strictly confidential basis with the assistance of Bob Cooney, director of development. If you would like finan-

cial assistance, please contact Hope Aguilar. If you want to assist your fellow students who may be less fortunate than you, please contact Hope Aguilar to donate. Hope will be the *only* student handling the fund.

**This party is for you!** If you have any suggestions, comments or questions, please contact one of the following persons:  
Hope Aguilar, SBA 4th-yr. rep, (213) 617-1500  
Linda Ballard, SBA 4th-yr. rep, (213) 860-2646  
Kaye Evleth-Burns, days, (213) 485-3651  
Richard Vacar, evenings, (818) 789-9622

Now, for planning. We would like all interested students to get involved in the planning of our party. There is much to be done: Decorating, planning of the agenda, food selection, publicity updates, ticketing, and more! If you are interested in participating, please contact Hope Aguilar.

We'll see you there!

## Students Needed to Help El Rescate Save Lives

I just heard about a man whose story truly grieves me. He was sent by our government to another country. There, although not guilty of anything but fear, he was beheaded. This, my fellow law students, is a documented fact, but unfortunately not an isolated occurrence. According to the Human Rights Commission of El Salvador, from 1980 to 1983 more than 43,000 people were killed in El Salvador while 3,600 others disappeared and 700 were acknowledged as political prisoners. Many of those recently deported by our country fall into one of these groupings. If these deported Central Americans had received legal help here, help any law student could have given, many of their lives might have been saved. So you might ask, "What should I do?"

El Rescate is an organization that has been formed to provide help. It is comprised of a group of lawyers, law students, and laymen who are reaching out to protect basic human rights which are being egregiously violated by the violence in Central America. El Rescate is actually saving lives by providing free and low-cost legal assistance to Central Americans who

are facing deportation by the Immigration and Naturalization Service. In 1982 alone, 15,000 families were assisted by El Rescate's legal and social services.

Two campus organizations, namely, the Christian Legal Society and La Raza recently brought El Rescate to this campus to hear from its clients first-hand about the tragedies that await deportees, tragedies that are certain to happen without help.

By volunteering a little bit of time to El Rescate, there is a chance to do what so many of us claim we want to do. We say that we're not here just for the money, that we want to use our talents to reach out and help where few others can. Well, El Rescate is less than four blocks away on Pico near Union, and any time that any law student could offer could mean the difference between life or death to a potential deportee. You may have read about El Rescate in the *Los Angeles Times* or heard about it on television and thought, "Now, that's a worthwhile effort." Take the thought process one step further and contact El Rescate to see what you can do to help.

## The Loyola Reporter

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**KEEP PRIORITIES IN PERSPECTIVE****Some Suggestions for Balancing Career and Family**

by Charlotte K. Goldberg

When students find out I am married, have four children, and am also teaching, they frequently come up to me and ask the same question: "How do you do it?" I usually smile and answer, "With great difficulty!" We then share stories of how difficult it is to combine careers and family life. I have often tried to analyze exactly how I do manage to handle all the varied responsibilities of the different parts of my life in the narrow space of 24 hours a day. My first admission to you is that sometimes I don't manage too well. I have all those feelings of "I'm being pulled in a thousand different directions," "I feel like I'm juggling, and everything is about to collapse," or "There are not enough hours in the day." The reason for this article then is to let you know, first of all, that you are not alone in these feelings and offer some suggestions for "doing it."

My first suggestion is to be organized. I know you make lists and more lists of things to do. That is important but even more important is to organize by priority. That means to do the most pressing things first and leave all other tasks for later. Put off cleaning out the closets until summer and delay writing letters to friends. Schedule dentist and doctor appointments for times when you know you don't have exams or papers to write. It also means that some things just don't ever get done. For instance, I can't remember the last time I went out with a friend for a leisurely lunch.

Secondly, learn to do two things at once. Obviously this does not mean studying while watching a baseball game on television. However, you would be surprised at how much you can accomplish this way. For instance, make all telephone calls while cooking or cleaning up in the kitchen. Your friends won't mind hearing the clanging of pots while you are talking.



Charlotte Goldberg at home with son Josh and daughters Sara (right) and Dvora. Son Ethan not pictured.

You can also do many things while watching television (of course this is only when you can tear yourself away from your lawbooks!). Paying bills is painful enough, you might as well do it while watching commercials. Do jobs around the house with your children. You would be surprised how willing even small children are to help with a big job. What is even more amazing is that they can

really help with just a little bit of instruction. And it can make many jobs lots of fun.

Another must for handling our hectic lives is learning to cope with the "guilt." Am I spending enough time with my kids and my family? Am I spreading myself too thin at work? Why am I always so tired and irritable? The first thing that is necessary

a very stressful period. But make sure to let them know that they are appreciated and that this will not last forever. You will graduate from law school, you will pass the bar, and children do not remain in the "terrible twos" forever.

Find time for rest, relaxation, and reflection. For me, this often comes in the luxurious 5 minutes I have in my shower after my children have gone to sleep. However, I need time to think about what my priorities are and to keep my sense of perspective. For instance, if you go into law school with the promise that it will not destroy your family life, do your best to make sure that you are keeping that promise. Don't let others' ambitions of clerking for a judge or of working for a "top" firm become yours if that means sacrificing something else important to you. Don't worry about those people who seem to spend 12 hours a day with their law books. They can't possibly be absorbing anything after the eleventh hour. You know that it is time for a study break when you have read a sentence three times and it still doesn't make any sense.

Finally, keep your sense of humor. Your experiences will make wonderful stories for your grandchildren. Treasure the moments when your children are small. They grow up and are gone before you know it.

Keeping our busy lives on the right track is not easy but I wish that everyone of you reaches the right destination on time and in good order.

**DISQUALIFICATION**

(Continued from Page 1)

stating," she said. Beth added that her determination to be an attorney is still strong, and she said she plans to reapply to law schools in two years (the ABA-required waiting period) and succeed, even if it means going out of state. When asked if she was bitter, she paused, and then said "No, I don't carry bitterness. I just feel hurt. But the experience proved to me that I'm a fighter."

Claire is disenchanted with "the system." She believes she got more than her fair share of poor professors and classes she didn't really want to take, but had to because of scheduling. She is fatalistic. At the end of our interview she shrugged and said, "I do what I have to do. If I don't make it... I don't make it."

So, what is left to say? The issue obviously goes beyond the facts, figures, and rules in the Student Handbook. Frakt has compelling arguments and great responsibilities to several different constituencies. Claire and Beth and all whom they represent have compelling arguments and suffer a great emotional toll. Frakt said that "no one likes to feel like an ogre. Nothing makes me more unhappy than to see a student fail." And so he strongly emphasized the point he made in his August letter, "If you have a problem that's going to interfere with your success—illness, family or emotional problems—come tell us about it *in advance*, and we'll see what we can work out. Don't wait until after exams and make it an excuse."

For Beth there is work and the two-year wait to reapply to law schools. For Claire there are classes and exams and the hope that in January she will get the news from the registrar that she has made the grade. For all of us, there is the variable ratio of 30% pleasure/70% sheer slog through the vagaries of the law as fall semester continues. For Beth, there is also the comfort of sureness of self. She said she finally came to the realization that "being disqualified from Loyola was not a sign from God Almighty that I don't belong in law school and that I won't make a contribution to the Bar someday." Her spirit is commendable.

One last thing Frakt said crystallized the issue quite well: "There's really very little magic in all of this. Within a margin, people who *are* going to succeed, do succeed." We are who we are, and barring the most extreme circumstances and given effort, we achieve at approximately the level we would in any other year at any other school. Most of us, upon receiving some less-than-stellar grades, have a hundred "if onlys" race through our minds. And yet, in the same breath we must acknowledge that in life, "it's always something." It may be a cold comfort, but in an odd and very human way, it is comforting indeed.

**EXPERT IN COMMERCIAL LAW, CONTRACTS****PROF COMBINES TEACHING, TENNIS & TALKING HEADS**

by Catherine Brame

Professor Larry Lawrence comes to Loyola from the University of North Carolina where he was an associate professor of law, but he freely admits to being an "LA boy."

A 1970 graduate of UCLA, Lawrence completed his Juris Doctor at UC Berkeley, where he graduated third in his class. When asked why Berkeley, Lawrence responded, "Well, it's one of the four or five top schools in the nation, and it cost me \$400 a year. My parents weren't able to help me get through a private school."

Lawrence's professional interest is in contract law. He has specialized in commercial law and has published several works on the subject, including two volumes, *Hawland & Lawrence, U.C.C. Series, Article 3*, as well as two recent law review articles on the Uniform Commercial Code. Lawrence's interest in contract law stems from the social and economic issues which are inherent in contracts.

Lawrence's most recent work is a contracts case book currently in use by his contracts class (Section 1). This book was written with fellow author William M. McGovern, Jr., a professor at the UCLA School of Law. Their approach was to edit in

order to alleviate some of the trauma of reading lengthy cases. However, the book is extremely thorough in its discussions of the Restatement 2d of Contracts and the U.C.C., and most of Lawrence's students have resigned themselves to committing the U.C.C. and the Restatement to memory in time for the final (So much for lightening the load!!).

On the subject of "heavy loads," Lawrence, in response to questioning, regarding his own load balancing said, "If you're well-organized, you can take care of everything. When you don't drink and party, you can do a lot of professional work and still have a home life."

Home life for Lawrence means wife, Sharon, who is currently pursuing a master's degree at USC in film. Lawrence has no children, but this will come as no surprise to those students who will recall Lawrence's question, "Where did those children come from?" When queried further, Lawrence responds, "Oh, I like children, but I just haven't had the time." (So much for theories of taking care of everything.)

In addition to liking children, Lawrence also likes rock music (Bob Marley, Talking Heads, and Prince—He saw "Purple Rain" the first afternoon it was shown); sports (he went to school with Kareem Abdul-Jabbar,

and knew Michael Jordan, James Worthy and Sam Perkins while he was at North Carolina); and philosophy (this was his undergraduate major—he read a lot of Herbert Marcuse, as well as others). He played tennis in college and still pursues the sport as one of those things which he organizes his time around.

While at North Carolina, Lawrence acted as the faculty advisor for Balsa. His continued involvement with students is reflected by comments solicited from students in his contracts and commercial transactions classes (with anonymity guaranteed). Some of these comments are enlightening, some are humorous, and all are enjoyable. They seem the perfect way to conclude an analysis of this new faculty member.

"He's a good instructor... he began very formalized and then got looser."

"He's the only one who wore three-piece suits in 105° weather."

"He makes a difficult subject manageable."

"His laugh is hysterical..."

"One of my top five professors here." (This came from a third-year student.)

"Makes a dry subject endurable."

"He reminds me of Richard Dreyfus... only Lawrence isn't as dumpy."

"I'm really enjoying his class... I mean, I think I'm getting a lot out of it. I'll know after the final."

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